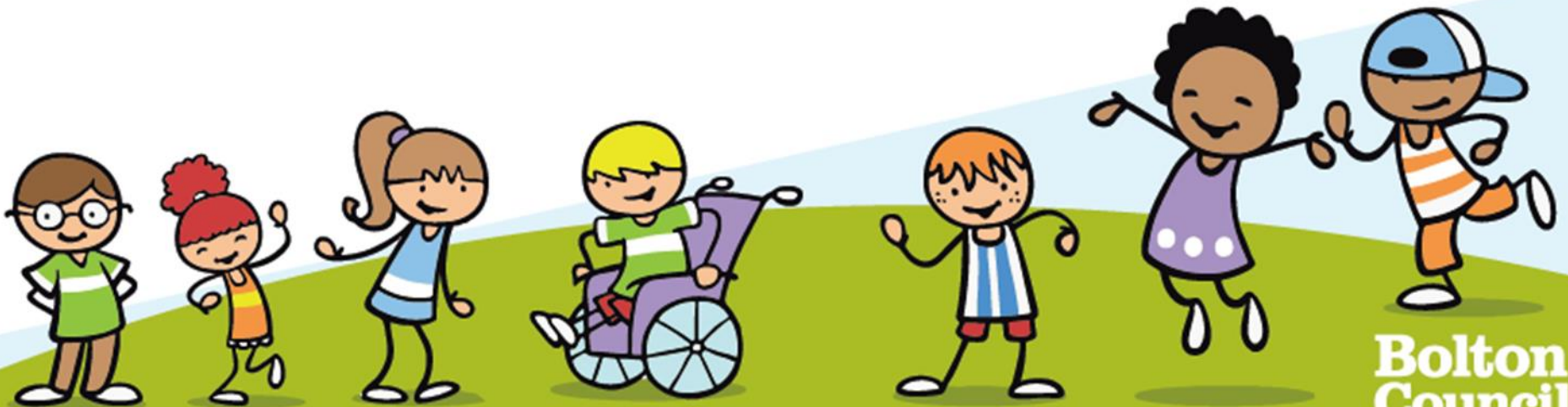


EYFS Briefing

Recovery planning
for Early years childcare and schools
For a phased return from 1st June 2020



Agenda

- Government road map - press release
- Recovery planning
- Actions and initial preparations to support your recovery plan
- Support from Start Well teams
- Childcare numbers and sufficiency
- Messages for parents
- Links



PRESS RELEASE

Schools, colleges and nurseries to begin to prepare to open to more young people from 1 June at the earliest, with protective measures in place

- Early years settings may also be able to open for all children. The aim is for other primary years to return later in June, but this will be kept under review, and there are currently no plans to reopen secondary schools for other year groups before the summer holidays.
- Priority groups, including vulnerable children and children of critical workers who have been eligible to attend throughout school closures, will continue to be able to attend schools, colleges and early years settings as they are currently.
- The transmission rate has decreased, and the aim is that by 1 June at the earliest it will be safe for a greater number of children and young people to return to education and childcare. As a result, the Government is asking schools and childcare providers to plan on this basis, ahead of confirmation of the scientific advice.



Recovery planning- Step 1

- **“The Government has amended its guidance to clarify that paid childcare can be provided to the children of one household in any circumstance. This would include nannies, for example, and childminders may also choose to provide childcare on this basis if not already providing care for vulnerable children and children of critical workers. This should enable more working parents to return to work. It is already the case that registered childminders and nurseries can look after key worker and vulnerable children”**
- The changes to policy in this step will apply from **Wednesday 13 May** in England. As the rate of infection may be different in different parts of the UK, this guidance should be considered alongside local public health and safety requirements for Scotland, Wales and Northern Ireland.



Planning a phased return - Step 2

- **Early years setting and Schools should prepare to begin to open for more children from 1 June**
- **A phased return for early years settings and schools. The Government expects children to be able to return to early years settings, and for Reception, Year 1 and Year 6 to be back in school in smaller sizes, from this point.**
- The content and timing of the second stage of adjustments will depend on the most up-to-date assessment of the risk posed by the virus. The five tests set out by government must be met to justify changes, and they must be warranted by the current alert level. It is hoped the changes to policy in this step will apply from 1st June in England.



Recovery planning

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Guidance

Actions for education and childcare settings to prepare for wider opening from 1 June 2020

Updated 12 May 2020

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[Key issues](#)

As part of national social distancing measures to limit the spread of coronavirus (COVID-19), we have had to limit the numbers of children and young people attending educational and childcare settings, to ensure that pupils and staff attending could do so safely. That is why, since 23 March 2020, education and childcare settings have only been open to priority groups ([vulnerable children](#) and [children of critical workers](#))¹.

As well as offering face-to-face provision for those able to attend, settings have also done a huge amount to support the remote education of those who have been staying at home. Innovative and fast-paced work has taken place, by committed staff, to develop resources to make this education the best it can be.

Throughout this period, the work and dedication of critical workers has been crucial to our country. This of course includes all our critical workers working with children and young people – leaders, teachers, support staff, childcare workers, social workers and others, who have worked tirelessly to support the education and welfare of young people.



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Guidance

Coronavirus (COVID-19): implementing protective measures in education and childcare settings

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Background

As a result of the huge efforts everyone has made to adhere to strict social distancing measures, the transmission rate of coronavirus (COVID-19) has decreased. We therefore anticipate, with further progress, that we may be able, from the week commencing 1 June, to welcome back more children to early years, school and further education settings. We will only do this provided that the 5 key tests set by government justify the changes at the time, including that the rate of infection is decreasing and the enabling programmes set out in the roadmap are operating effectively. As a result we are asking schools, colleges and childcare providers to plan on this basis, ahead of confirmation that these tests are met.

Education and childcare settings are already open to priority groups ([vulnerable children](#) and children of [critical workers](#))¹. Now that we have made progress in reducing the transmission of coronavirus we are encouraging all eligible children to attend - it is



Parents and carers

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- [If my child is eligible, is it compulsory for them to attend school?](#)
- [Do all vulnerable children and young people who are not currently attending have to go back to childcare settings, school or college now?](#)
- [Should I keep my child at home if they have an underlying health condition or live with someone in a clinically vulnerable group?](#)
- [Can children be tested for the virus?](#)
- [What happens if there is a confirmed case of coronavirus in my child's school, college or childcare setting?](#)
- [Will education be provided as normal to children and young people who are attending?](#)
- [How should my child travel to and from their childcare, school or college?](#)
- [Will school meals be available for children and young people who are in school?](#)
- [Will childcare, schools and colleges keep their usual opening hours?](#)

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Guidance

Opening schools and educational settings to more pupils from 1 June: guidance for parents and carers

Updated 11 May 2020

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[If my child is eligible, is it compulsory for them to attend school?](#)

[Do all vulnerable children and young people who are not currently attending have to go back to childcare settings, school or college now?](#)

Information for parents and carers to help prepare for the wider opening of nurseries, schools and colleges from 1 June.

Read existing guidance about [what parents and carers need to know about schools, colleges and other education settings during the coronavirus outbreak](#).

These are very challenging times for our country. Measures put in place to reduce the spread of coronavirus (COVID-19) have been hard for us all, but have kept people safe and saved lives. Keeping people safe continues to be the government's priority.

Since 23 March, in line with the scientific advice, nurseries, schools and colleges have remained open to a priority group of children and young people, children of [critical workers and vulnerable children](#). We have been clear that we would ensure this



Parents and carers

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Guidance

What parents and carers need to know about schools, colleges and other education settings during the coronavirus outbreak

Updated 11 May 2020

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We will update this page as further guidance becomes available.

You can access [information, guidance and support for parents and carers of children who are learning at home](#).

1. Closures of schools, childcare and other educational settings



Preparing the premises



Read and refer to:

Coronavirus (COVID-19): implementing protective measures in education and childcare settings (slide 9)

Contains detailed advice for settings on:

How to implement protective measures in an education setting before wider opening on 1 June

- **Planning and organising including** update your risk assessment and other health and safety advice for children and staff in light of coronavirus and ensure they know it and are aware of any changes
- **Class or group sizes**
For pre-school children in early years settings, the staff to child ratios within [Early Years Foundation Stage](#) (EYFS) continue to apply as set out here, and we recommend using these to group children.

- Consideration to how you can use floor space, rooms and outdoor space . The use of floor markings or mini ‘fences’ may help to keep children in different parts of the room or outdoors. **The use of communal spaces in the settings should be limited as much as possible.**
- Cleaning, including supplies of cleaning and handwashing products
- Testing and tracing
- PPE



Auditing your staff for availability in the setting



Read and refer to:

Coronavirus (COVID-19): implementing protective measures in education and childcare settings (slide 9)

- Conduct an audit to determine the availability of staff to work in the setting from 1 June.
- Audit should follow the official government guidance on shielding to determine which members of staff are not advised to attend the setting.
- Anyone who is displaying coronavirus symptoms, has displayed symptoms in the previous 7 days, or lives with someone who has displayed symptoms in the previous 14 days should **not** come into work in any circumstances.
- The availability of staff may change so the audit will need to be reviewed and communicate this with staff.
- Plan how staff availability and their qualification levels could impact on the settings ability to meet the statutory framework for the EYFS.
- This should be reviewed in conjunction with government guidance
- on disapplications to the EYFS during the coronavirus outbreak.



Identify the likely numbers of children returning to the setting



- You need to understand the number of children that may need a session at your provision.
- Contact parents to gauge demand



Survey parents

Following the Government's advice we need to work out which parents who are not able to work from home will need childcare. Possible questions you may want to ask your parents;

Parents who need to go into work because they cannot work from home;

- Will you need childcare when the latest government guidance is implemented?
- If yes, has your employer given any indication of working patterns to allow you to think about childcare?
- If yes, have you any thoughts on days and times that you would need?
- If no, have you any thoughts about when you might take up your childcare place?
- If no, would you mind us, or Bolton Council (Start Well) keeping in touch with you to support your child's learning?

You may not be able to offer the usual extended day for childcare as you will need to follow the Government advice about smaller groups and keeping the same adults with the same group of children- consider how you will be able to share that with parents- do you need some staggered starts to avoid parents lining up at the beginning of the day and the end of the day?

In addition you may need to ask :

- Would you like your child to take up their childcare place when the government implements the latest guidance, possibly from 1st June 2020?
- If yes, what days and times would you be looking to access?
- If no, would you mind us, or Bolton Council (Start Well) keeping in touch with you to support your child's learning?



Plan cohort groups to reduce contact between children and staff



- Unlike older children and adults, early years and primary age children cannot be expected to remain 2 metres apart from each other and staff. In deciding to bring more children back to early years and schools, we are taking this into account.:
 - avoiding contact with anyone with symptoms
 - frequent hand cleaning and good respiratory hygiene practices
 - regular cleaning of settings
 - minimising contact and mixing
- In addition, childcare settings or early years groups in school should:
 - consider how to keep small groups of children together throughout the day and to avoid larger groups of children mixing
 - consider how play equipment is used ensuring it is appropriately cleaned between groups of children using it, and that multiple groups do not use it simultaneously
 - remove unnecessary items from classrooms and other learning environments where there is space to store it elsewhere
 - remove soft furnishings, soft toys and toys that are hard to clean (such as those with intricate parts)
- For pre-school children in early years settings, the staff to child ratios within [Early Years Foundation Stage](#) (EYFS) continue to apply as set out here, and we recommend using these to group children.



Identify safeguarding, SEND and welfare requirements



Identify and plan how best to support high needs groups, including children with SEND, vulnerable children and disadvantaged children when the setting reopens.

- Follow the local Safeguarding arrangements set out on the Bolton Safeguarding Children Board
www.boltonsafeguardingchildren.org.uk/downloads/file/170/bolton-safeguarding-children-arrangements-during-covid-19
- Further information found at Guidance now can be found here;
<https://www.boltonsafeguardingchildren.org.uk/downloads/file/170/bolton-safeguarding-children-arrangements-during-covid-19>
- SEND support
<https://www.boltonstartwell.org.uk/news/article/54/send-faq-in-response-to-covid-19>



Prepare to implement measures to reduce risk of transmission



- **When a child or staff member tests positive then all children and staff members who have been in contact with the infected person must self-isolate for 14 days.**
- Small settings that operate in one room, childminders and any that don't really separate staff and children are likely to close if a child or staff member tests positive – this will have a huge impact on critical worker childcare availability etc



Agree a protocol for responding to a suspected case and ensure setting is prepared



Communicate with staff



Communicate with parents and carers



Planning what children should learn and how



- Plan how children can learn in age appropriate ways about how they can keep themselves safe, including regular hand washing and using tissues. Consider how to encourage children to learn and practise these habits through games, songs and repetition.
- Settings should use reasonable endeavours to deliver the learning and development requirements in the EYFS statutory framework as far as possible in the current circumstances, as set out in the disapplications guidance. .
- Consider new approaches that will need to be taken to the sharing of resources between cohort groups, for example for painting, sticking, cutting, outdoor construction activities, as well as sand and water play, which should be washed before and after use by different cohort groups.
- Malleable resources, such as play dough, should not be shared between cohort groups. Consider how these can be used safely and in which circumstances.
- Plan how outdoor space can be used as much as possible, as this can limit transmission.
- Consider how all cohort groups of children can be given equal opportunities for outdoor learning, while ensuring outdoor equipment and toys are appropriately cleaned between groups of children using them.
- Consider how you will support the learning at home of children who would usually attend your setting but are not able to during time, in particular vulnerable children.



Useful documents

- Tool kit from DfE and operational guidance pending - with Bolton supplements including:
 - Risk assessment
 - Staff - risk assessment for vulnerable staff
 - Case studies from settings and school that have been open



Support for providers

from Start Well Service- Quality and Outcomes

- Welfare calls from Quality & Outcomes team
- Email/ phone Start Well- clarifications, questions- what does this mean for me in my setting?
- Closed Facebook group –share news, ideas, resources
- Co-ordination Hub representative sector group
- Daily update, moved to 2 / 3 editions a week to all Ofsted registered providers (open & closed). Website kept updated.
- Data capture form – opportunities to identify issues for follow up
- Contact **01204 338149** or email **startwellbookings@bolton.gov.uk**



SEND information

- Ensure that if a child accessing Inclusion Fund is returning to the setting that enhanced staffing at the level funded is available to support the provision
- Consider enhanced transition back into the setting, using information gathered from parents during Lead Professional discussions, or using template on Bolton Start Well website
- Think about any particular risks created by a child's specific needs in relation to Covid-19
- Remember that a child who does not yet have an EHCP is at SEN support and will remain supported in school even if EHCP is not finalised by September
- Don't hesitate to contact Start Well for guidance and support contact **01204 338149** or email **startwellbookings@bolton.gov.uk**



Supporting Communication and Language Development within Your Setting

- Continue to gather key information from parents and professionals involved with the family around the child's communication and language skills as they are reintegrated into your setting.
- If there is a concern around this development carry out a WellComm screen (*after a minimum of 3 months remember to repeat the screen to monitor the child's progress*) and share activities with home from the Big Book of Ideas as well as supporting the child with these in your setting.
- The Early Years Communication and Language Development Service (EYCLDS) continue to be on hand for information, advice and guidance for professionals supporting families and their young children with communication and language development.
- Please contact EYCLDS on Contact **01204 338349** or email **startwellbookings@bolton.gov.uk**



Accessing more Communication and Language support for families

- To access more support from additional agencies, the Early Help processes apply as usual with electronic parental consent being accepted at this time.
- Please continue to use the existing systems to access our support and send completed Early Help assessments to communitytherapyadmin@boltonft.nhs.uk
- Our Speech and Language Therapists are triaging in the usual way with families being contacted as appropriate by phone by our service.
- Key information shared through our Let's Get talking and Steps to Talking groups are continuing to be shared with families over the phone by our team.



Continuing to support Communication and Language development at home

- We all know how important the development of communication and language skills are for our young children and so we are committed to continue to support you to promote communication and language development in the home environment.
- We are sharing regular activities for families which encourage maximising everyday opportunities to support communication and language development.
- Please look out for our home learning resources which can be found on our [Facebook page](#) and [website](#) and share these with your families.



Funded programme update

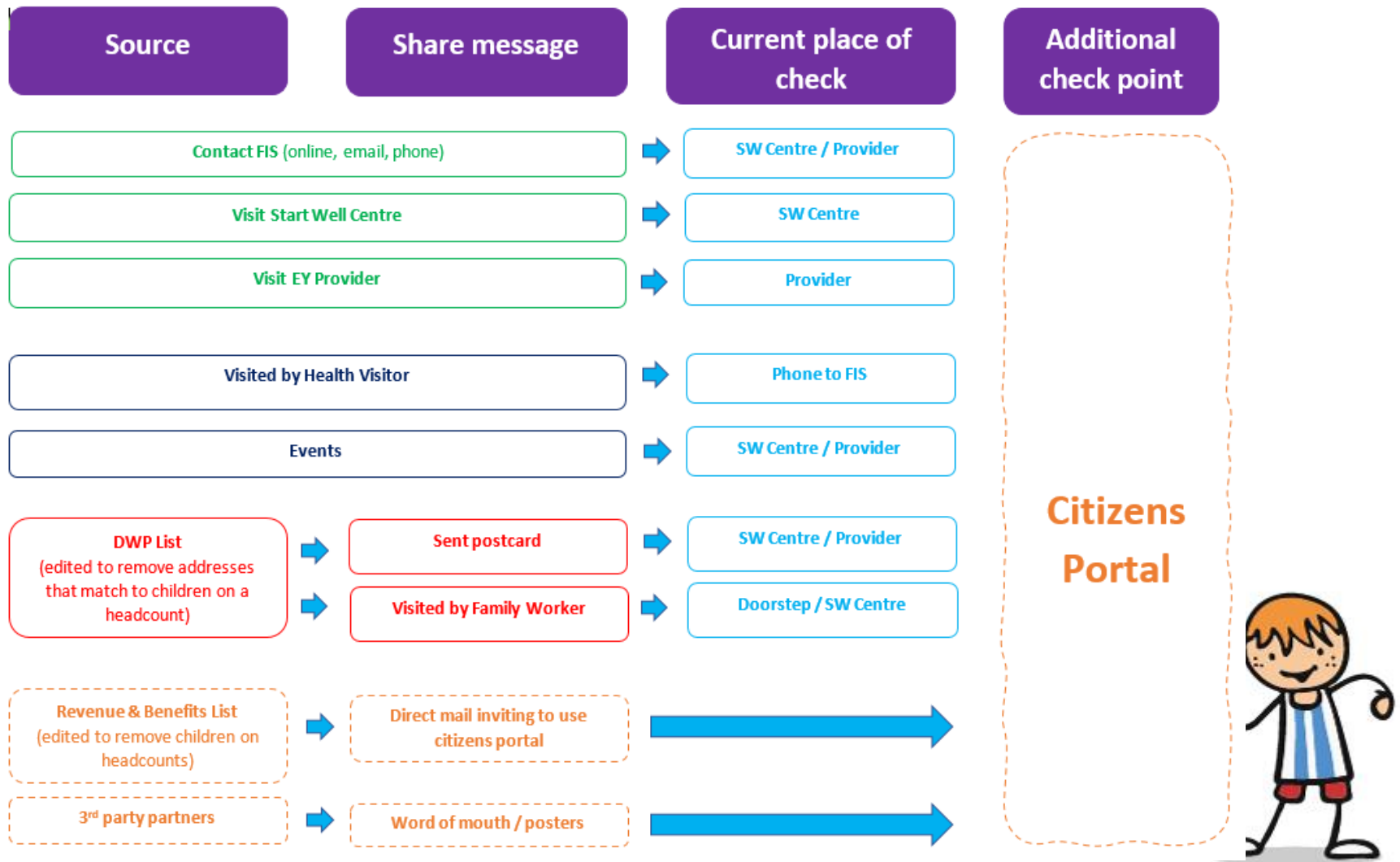
Temporary changes to the 30 hours free entitlement for this term:

- 1. Parents who will not meet the minimum income threshold** (16 hours per week at National Minimum/Living Wage) due to lower earnings as a direct result of coronavirus (COVID-19) will be treated as meeting that test during the outbreak - only if they apply/confirm during the summer term.
- 2. If critical workers exceed the maximum income threshold** (£100k per year) due to increased hours as a direct result of the coronavirus (COVID19) outbreak, they will remain eligible for 30 hours for the current tax year.
- 3. Relaxation of the validity dates on 30 hours codes where parents were ordinarily eligible and expecting to take up a 30 hours childcare place between 1 April 2020 and 31 August 2020**, but have missed the reconfirmation/application deadline of 31 March 2020. This will enable children to take up their places in the summer term. (For 1-3, Need to check child turned 3 before 1st April)

Request to remind parents to apply or renew codes for next term, even if setting is currently closed



Funding check pathways



- It's really important that providers check information on letters against birth certificates

Early years childcare payments Summer 2020

Additional key worker children claims

- A number of Providers are receiving additional requests for childcare from parents of key worker children, where their original choice of Provider has closed due impact of COVID-19. Claiming additional payments for key worker children who were not on your initial claim for summer 2020.
- This is an email return process (the headcount portal will not open at the moment) to kevan.hamer@bolton.gov.uk and Lauren.murray@bolton.gov.uk they will start an **encrypted email** that you are asked to responded to. Please can you then **respond securely** with the following information:
 - Title your email as 'Name of Provider' – additional key worker claim summer 2020
 - Then send through the following for the additional children you are claiming funding for:
 - Their personal details:
 - Name of child / Date of birth/ Full postal address
 - What they have accessed:
 - Two year olds - Number of weeks/hours
 - Or
 - Three/Four year olds - Number of weeks/hours – universal / Number of weeks/hours – extended (plus code if known)



Tips from the early years providers...

Many providers have shared how they are already adapting

Health & Safety / Day to Day operations:

- Changed how parents drop the children off – using the delivery entrance
- Revised staff rotas for cleaning / staffing
- Limit toys, play outside
- Keeping outside & try to split rooms when inside
- Outdoor sink to wash hands
- Keep hair tied back
- Bring change of clothes to travel to / from work
- Remove jewellery at work

- Asking parents to text when on their way so child can be ready and less hanging around time
- Cleaning products by doors to help keep on top of cleaning
- Children bring own clean hand towels each day
- Staggering start times

Personal wellbeing:

- Share feelings
- Stick to routines
- Stay positive, keep busy



Links

- [Details on phased wider opening of schools colleges and nurseries](#)
- [Actions for educational and childcare settings to prepare for wider opening from 1 June-2020](#)
- [COVID19 - implementing protective measures in education and childcare settings](#)
- [Closure of educational settings - information for parents and carers](#)
- [What to do if an employee needs time off work to look after someone](#)
- [Our plan to rebuild the UK governments Covid-19 recovery strategy](#)
- [EYFS Coronavirus disapplications](#)



Next steps

- Briefings for the sector from next week-
- Schools EYFS Briefing
- Childminder EYFS Briefing
- Day Care EYFS briefing
- Out of School Club briefing

Please can you send any themes, questions or issues you want further information on and we will aim to discuss or answer them in the briefings next week.

Please send them into startwellbookings@bolton.gov.uk

By Monday 18th May 12pm

